

Abilene Approval Chart for Curriculum Changes

A = Approve I = Information Item R = Respond In Writing

Course Number: SOCW 381 Field Practicum I

or Degree Plan(s):

Rationale: We request to change the course number and name to *SOCW 481 Social Work Practicum I*. Removing "field" from the course title aligns more with how other social work programs have shifted away from this terminology. The catalog description and SLOs are being changed to align with new accreditation standards. We also want to require completion of the SOCW 361 Pre-Practicum Orientation course as a prerequisite.

Also, this course was approved to be a variable-hour course (4 or 5) temporarily to account for a transition phase when we changed the degree plan in 2022-23. All students who needed the variable hour option have matriculated through. Therefore, we request the credit hours be changed from variable to 4 hours. Although this does not appear in the catalog, it is still in Banner. See catalog track changes:

SOCW ~~381-4~~ **479- Field Social Work Practicum I**

Lecture Hours: 1

Lab Hours: 3

Credit Hours: 4

Terms Offered: Fall

Students will gain experience in an agency applying generalist knowledge, theory, and practice skills while developing competencies as a beginning-level practitioner. Students complete 200 clock hours under the supervision of an agency-based supervisor while actively participating in an academic course. Prerequisites: SOCW 361. Course Fee.

~~Experience in a social service agency applying knowledge and theory and developing practice skills for a beginning level social work practitioner. Students complete 200 clock hours under the supervision of an agency-based field instructor and attend field seminar class weekly. This course is available for variable credit. Please see your advisor for more information. Course fee.~~

Current SLOs:

1. Use beginning and mid-level critical thinking skills to explain and apply knowledge of generalist social work to micro and mezzo client situations or observations. (EPAS Competency 1: Demonstrate ethical and professional behavior: 1b)
2. Observe and demonstrate the application of professional values in the practice setting and compare and contrast personal values with social work values and ethical standards. (EPAS Competency 1: Demonstrate ethical and professional behavior: 1a, 1b, 1c, 1d, 1f, and 1g.)
3. Identify the application of social work values and ethics in the practice setting. (EPAS Competency 1: Demonstrate ethical and professional behavior: 1a, 1b, 1c, and 1d.)
4. From observations and experience explain and describe the use of the strength perspective and human ecological systems perspective in generalist social work practice. (EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities.)
5. Observe and demonstrate appropriate and effective communication skills with diverse

client populations, colleagues and cultural communities to gather and synthesize information used as the basis for the problem-solving process. (EPAS Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities; EPAS Competency 7: Assess Individuals, Families, Groups, Organizations and Communities; EPAS Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities; EPAS Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities.)

6. Identify client strengths, uniqueness and life circumstances of individuals representing the agency's client population and recognize how the community and/or agency's structure, culture, and/or values may cause oppression. (EPAS Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice; EPAS Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

7. Evaluate research studies, associate the research findings to the practice setting, and evaluate practice. (EPAS Competency 4: Engage in practice-informed research and research-informed practice.)

8. Observe and discuss how spirituality is incorporated or not in the practice setting and the benefits and obstacles of integrating spirituality in the practice setting. (EPAS Competency 1: Demonstrate ethical and professional behavior: 1c and 1d.)

Proposed SLOs:

Primary Program Learning Outcome(s) (Competency)	Student Learning Outcomes (Competency Descriptors)	Measurement (Assignment)
Competency 1: Demonstrate Ethical and Professional Behavior	Understand the value base of the profession and its ethical standards, as well as relevant policies, laws, and regulations that may affect practice with individuals, families, groups, organizations, and communities.	ALG
	Understand frameworks of ethical decision making and apply principles of critical thinking to those frameworks in practice, research, and policy arenas.	ALG
	Understand how their evolving worldview, personal experiences, and affective reactions influence their professional judgment and behavior.	ALG
	Recognize the importance of lifelong learning and are committed to continually updating their skills to ensure relevant and effective practice.	ALG
Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice	Understand that every person regardless of position in society has fundamental human rights.	Case Study
	Critically evaluate the distribution of power and privilege in society in order to promote social, racial, economic, and environmental justice by reducing inequities and ensuring dignity and respect for all.	Case Study
Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice	Understand the pervasive impact of White supremacy and privilege and use their knowledge, awareness, and skills to engage in anti-racist practice.	Case Study
	Understand the societal and historical roots of social and racial injustices and the forms and mechanisms of oppression and discrimination.	Case Study

	Understand cultural humility and recognize the extent to which a culture's structures and values, including social, economic, political, racial, technological, and cultural exclusions, may create privilege and power resulting in systemic oppression.	ADEI Case Study
Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities	Understand that engagement is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of individuals, families, groups, organizations, and communities.	Process Recording
Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities	Self-reflect on and understand how bias, power, privilege, and their personal values and experiences may affect their assessment and decision making.	Process Recording
Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities	Understand that evaluation is an ongoing component of the dynamic and interactive process of social work practice with and on behalf of diverse individuals, families, groups, organizations, and communities.	Organizational Assessment Paper

	Campus-Level Academic Review ¹	D e p t. / S c h o o l	C o l l e g e	D e a n	T E C	A U A C / G r a d	P r o v o s t
	Change to a Course Include signatures from all chairs/program directors for cross-listed courses. ¹						
1.	Title (description unchanged)	A	A	A	I	I	I
2.	Description (not affecting content)	A	A	A	I	I	I
3.	Course term(s)	A	I	A	I	I	I
4.	Content (change of course outcomes)	A	A	A	I	I	A
5.	Number of credit hours	A	A	A	A	A	A
6.	Course number within the hundred	A	A	I	I	I	I
7.	Course number beyond the hundred	A	A	A	A	A	A
8.	Prerequisites	A	A	A	I	I	I
9.	Course restriction (e.g., majors only, junior standing)	A	A	A	A	A	A
10.	Level change (U to G or G to U)	A	A	A	A	A	A
11.	Cross list course	A	A	A	A	A	A
12.	Department of record	A	A	A	A	A	A

13.	Open or close a course	A	A	A	A	A	A
	Change to a Degree Plan						
14.	Educational Program — Revise	A	A	A	A	A	A
15.	Educational Program — Adopt/revise admission requirements	A	A	A	A	A	A
16.	GPA — Revise program-required GPA	A	A	A	A	A	A
17.	Minor — Revise	A	A	A	A	A	A

	Full Review	De pt. /Sc hool	Col leg e	De an	TE C	AU AC /Gr ad	Pro vos t	Ca mp us Fac ult y	Sen ior VP AA	Pre sid ent
	Change to Catalog Information (for Campus)									
18.	General requirements for Bachelor's and Associate Degrees	-	-	-	-	A	A	A	A	I
19.	Policies governing academic probation and suspension	-	-	-	-	A	A	A	A	I
20.	Requirements for graduating with honors	-	-	-	-	A	A	A	A	I
	Change to a Degree Plan									
21.	Educational Program — Add or Discontinue ^{2 3}	A	A	A	A	A	A	A	A	I
22.	Educational Program — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I
23.	Minor — Add or Discontinue	A	A	A	A	A	A	-	A	I
24.	Minor — Discontinue (Provost-proposed)	R	-	R	A	A	A	-	A	I
25.	Degree — Add or Discontinue	A	A	A	A	A	A	A	A	I
26.	Degree — Discontinue (Provost-proposed)	R	-	R	A	A	A	A	A	I

	Change to General Education Requirements for Undergraduates (System)	De pt. /Sch ool	Col leg e	Dea n	AU AC	Pro vos t	UG EC	Uni ver sity Fac ulty	S en ior VP AA	Pre sid ent
27.	Change course outcomes of an included course	A	A	A	A	A	A	-	A	I
28.	Add or drop a required course from the General Education Requirements	A	-	A	-	A	A	A	A	I
29.	Add or drop a course from a menu within the General Education Requirements	A	-	A	-	A	A	-	A	I
30.	Comprehensive revision of General Education Requirements	-	-	-	-	A	A	A	A	I

Notes

² Any change to a cross-listed course requires the signature of both department chairs or program directors overseeing the course to ensure that the courses stay in sync. This includes courses taught at other campuses (e.g. BIBL 101 and BIBO 101).

³ For undergraduate majors, a minimum of 30 hours is required. These programs must have a minimum of 6 elective hours, unless the requirements of external accrediting bodies make it impossible. Master's programs must include a minimum of 30 hours, and doctoral programs must include a minimum of 30 hours beyond the master's.

⁴ When a department/school or dean proposes closing a program, approval routing follows the typical process beginning with the department/school. An administrative proposal by the provost or senior vice president for academic affairs would follow the "provost-proposed" routing on the chart.

Updated 8/1/2023

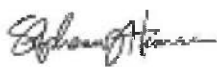
Department/School(s)



02/14/25

Chair Signature

Date



02/14/25

Program Director Signature

Date

College Academic Council(s)



03/07/2025

Chair Signature

Date

Chair Signature

Date

Dean(s)



03/10/2025

Signature

Date

Signature

Date

Teacher Education Council

Signature

Date

Campus Academic Council:
Abilene Undergraduate or Abilene Graduate

Signature

Date

Provost

Signature

Date

University General Education Council

Signature

Date

University Faculty

Abilene Faculty Senate Chair signature

Date

Dallas Faculty Council Chair signature

Date

Senior Vice President for Academic Affairs

Signature

Date

President

Signature

Date
